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ABSTRACT

Prepared as a guide for Wisconsin school administrators selecting school instructional materials, this bibliography provides annotations of 57 useful readings on the selection and censorship of school materials. Journal articles, monographs, and ERIC documents are included. (RAA)

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A SELECTIVE BIBLIOGRAPHY ON
SCHOOL MATERIALS:
SELECTION AND CENSORSHIP

Compiled by
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A SELECTIVE BIBLIOGRAPHY ON SCHOOL MATERIALS
SELECTION AND CENSORSHIP

The bibliography which follows updates a bibliography on selection and censorship of school materials sent by the State Superintendent of Public Instruction to Wisconsin school district administrators in 1975. Each citation contains a brief descriptive note to assist the reader in making selections. Not exhaustive, the list can serve as a guide to useful current readings on the topic of selection of school instructional materials.

American Association of School Administrators, Association for Supervision and Curriculum Development, and National Association of Elementary School Principals. Censorship: The Challenge to Freedom in the School. Washington, D. C.: Association for Supervision and Curriculum Development, 1975. (ED 115520)

Offers guideline procedures for avoiding censorship disputes and for dealing with controversies which surround these issues. Includes experience and advice of several superintendents, principals, teachers, and librarians who have been involved in controversies. A sample procedure policy is included as well as a specific outline of policy and action on challenged material.

American Association of School Librarians of the American Library Association. "Policies and Procedures for Selection of Instructional Materials." School Media Quarterly, Winter, 1977, pp. 109-16.

Contains a model for the selection and review process for instructional materials, as adopted by the American Association of School Librarians.

American Library Association. "Library Bill of Rights." Chicago, IL: American Library Association, 1980.

Features the 1980 amended version of the 1948 Library Bill of Rights, adopted by the Council of the American Library Association, the oldest library association in the world. The bill of rights affirms the role of libraries as forums for information and ideas and includes basic policies to guide library services.

Asheim, Lester. "Not Censorship but Selection." Wilson Library Bulletin, September, 1953, pp. 63-67.

Discusses a number of difficult criteria which must be used if librarians wish to say they are practicing selection rather than censorship. This article is recognized as a classic in the field of librarianship.

Association for Library Service to Children of the American Library Association.
Selecting Material for Children and Young Adults. Chicago, IL: American Library Association, 1980.

Presents an annotated bibliography of sources of selected materials: reviews and listings of children's and young adult print media, recordings, and visual media. Government publications, magazines, and reference book guides are listed and bibliographies organized according to theme and topic. (Revision of 1967 publication with the same title.)

Barton, Thomas L. "Textbook Selection." SLATE (Support for the Learning and Teaching of English), December, 1979, entire newsletter of the National Council of Teachers of English.

Discusses issues surrounding textbook selection in the public schools, lists guidelines for the process, and includes further references.

Bender, David R., and D. Phillip Boher. "How to Do Better What We Already Know How to Do." Clearing House, April, 1979, pp. 362-65.

Outlines a selection process and evaluation criteria for print and nonprint social studies materials. This is intended primarily for media specialists and social studies teachers.

Brickma, William W. "Educational Content and the Public Interest." Intellect, May/June, 1976, p. 577.

Maintains that because parents and others in the community have a significant stake in the public schools, their thoughts on the curriculum and the selection of texts must be given serious consideration by the school boards and professional educators.

Carlson, Ken. "Censorship: Cases and Categories." Paper presented at the Annual Meeting of the American Educational Research Association, New York City, April, 1977. (ED 141824)

Describes the wide spectrum of censorship issues and delineates the difficulties with either vague or detailed policies. The author concludes that what is needed is a procedure that will include all the parties in the case. In school censorship this means students, teachers, parents, administrators, board, and public.

"Censorship: Don't Let It Become an Issue in Your Schools." Forum. Language Arts, February, 1978, pp. 230-42.

Examines the areas of selection and censorship of instructional materials, and the responsibilities of the teacher in both.

Clark, Todd. "Community Participation: A Two-way Street." Social Education, October, 1977, pp. 557-58.

Suggests a model and objectives for community involvement in selection of instructional materials.

Cox, Benjamin C. The Censorship Game and How to Play It. Bulletin 50. Washington, D. C.: National Council for the Social Studies, 1977. (ED 143570)

Aids teachers, administrators, and parents in understanding censorship in the public schools. Censorship is defined as "any limitation placed on a curricular choice for the wrong reasons." Discusses reasons for censorship, roles of the school in education, and three models of community and school relationship in resolving censorship disputes.

Davis, James E. Dealing with Censorship. Urbana, IL: National Council of Teachers of English, 1979.

Covers the recent climate regarding censorship, issues and pressures, and what to do when a local censorship attempt occurs. Such educators as Robert F. Hogan, Kenneth L. Donelson, Lee Burrell, Edward B. Jenkinson, J. Charles Park, and Diane P. Shugert are the authors of 18 chapters.

Dawkins, John. "Is Minority Opinion Telling You What to Teach?" Language Arts, March, 1977, pp. 250-53.

Suggests that textbook makers, buyers, and users are all suffering from censorship by vocal minorities.

ERIC Clearinghouse on Educational Management. Textbook Selection and Controversy. The Best of ERIC, Number 16. Eugene, OR: ERIC Clearinghouse on Educational Management, 1976. (ED 119287)

Summarizes 11 publications dealing with textbook content and selection which are indexed by ERIC.

Fischer, Louis, and Gail Paulus Sorenson. "Censorship, Schooling, and the Law." The High School Journal, May, 1979, pp. 320-26.

Presents an essay designed to highlight issues in legal aspects of school related censorship and summarizes the law as it was at the time of publication.

Glatthorn, Allan A. "Censorship and the Classroom Teacher." English Journal, February, 1977, pp. 12-15.

Focuses on the effects of censorship on the classroom teacher and discusses changes that English teachers should consider in fulfilling the ideals of the profession.

Hatcher, Thomas C., ed., and Lawrence G. Erickson, ed. Indoctrinate or Educate? Newark, DE: International Reading Association, 1979. (ED 163443)

Addresses issues educators face in selecting and adopting reading textbooks for use in a pluralistic society.

Henthoff, Nat. The First Freedom: The Tumultuous History of Free Speech in America. New York: Delacorte, 1980.

Discusses First Amendment history and constitutional powers of the free press utilizing a lively, readable style and including chapters on students', teachers', and librarians' constitutional rights as well as case histories focused on censorship, libel, obscenity, and journalists' right to protect confidential sources.

Herther, Nancy K. Intellectual Freedom in Minnesota: The Continuing Problem of "Obscenity." Minneapolis: Minnesota Library Association, 1979.

Covers the history and present status of intellectual freedom and censorship issues in Minnesota. This collection of ten short papers also includes an annotated bibliography.

Hung, Pham Thien. Parents Protest Textbooks. Columbia, MO: Freedom of Information Center, 1979. (ED 170749)

Analyzing 66 censorship cases reported between 1976 and 1978, this paper points out the polarization occurring in these disputes. Indicates that some educators are seeking alternatives to the polarization of views. An element in such alternatives should be the inclusion of parents in the textbook selection/review process to create a forum for a sensible, controlled response to the problem.

International Reading Association. Resolution: Availability of Reading Materials. Newark, DE: International Reading Association, 1980.

Features a resolution passed by the 1980 Delegates Assembly, International Reading Association, supporting the efforts of parents to participate in determining the availability of reading materials for their children. The resolution also opposes policies excluding from all students the availability of material for use in reading instruction.

Jenkinson, Edward B. Censors in the Classroom: The Mind Benders. Carbondale, IL: Southern Illinois University Press, 1979.

Attempts at public censorship of school texts and teaching materials during the four years following the 1974 Kanawha County episodes are described by the chair of the National Council of Teachers of English Committee on Censorship. Separate chapter headings include: "Secular Humanism," "The Textbook Analysts," "The Student's Right to Know and the Teacher's Right to Teach." Extensive footnotes document information in each of the 11 chapters.

Jenkinson, Edward B., ed. "Organized Censors Rarely Rest." Indiana English Journal, Fall, 1977, entire issue. (ED 147878)

Informs educators about issues and current trends in censorship and suggests strategies that may be used in dealing with censorship.

Jevitz, Lucille, and Donald W. Meints. "Be a Better Book Buyer: Guidelines for Textbook Evaluation." Journal of Reading, May, 1979, pp. 734-38.

Gives a list of guidelines for reading specialists to use in evaluating content area textbooks.

Josten, Monica L. "The Unlikely Censor." English Journal, February, 1977, pp. 15-17.

Suggests three techniques for avoiding censorship problems by tailoring readings to students' needs.

Kimmel, Margaret Mary. "Children's Rights, Parents' Rights--A Librarian's Dilemma." School Library Journal, October, 1980, pp. 112-14.

Presents an historical perspective of the status of children in Western community and society and then proceeds with a general discussion of juvenile rights today which identifies issues regarding children's rights to library information services.

Komoski, Kenneth P. "The Realities of Choosing and Using Instructional Materials." Educational Leadership, October, 1978, pp. 46-50.

Emphasizes the commitment to thorough preparation and in-service necessary for a school district to choose instructional materials which will be successful for that school system.

Kosinski, Jerzy. "Against Book Censorship." Media and Methods, January, 1976, pp. 22-24.

Explores use of fiction in the classroom as an opportunity for the student to become a thinking individual, capable of judging and functioning in a complex world. Kosinski also suggests what teachers should do to resist censorship.

Kruse, Ginny Moore. "Help for Challenged Titles: CCBC Review File Provides Professional Opinions." Wisconsin Library Bulletin, March-April, 1978, pp. 82-4.

Describes the CCBC intellectual freedom information service available to Wisconsin educators, librarians, and school administrators when a local censorship attempt involves a juvenile trade book.

Kunder, Linda H. Procedures for Textbook and Instructional Materials Selection. ERS Report. Arlington, VA: Educational Research Services, Inc., 1976.

Describes textbook and instructional materials selection procedures obtained from 414 selected school districts in 33 states and the District of Columbia. Districts' methods of selection, composition of selection committees, and any problems with selection are described. Agencies responsible for selection of textbooks and instructional materials, and examples of procedures being used by local school systems are given.

Lehr, Fran. "ERIC/RCS: Textbook Evaluation." Reading Teacher, April, 1979, pp. 886-90.

Suggests sources which can guide schools in evaluating textbooks.

McGough, Kris. "Confessions of a Book-burner." Social Education, October, 1977.

Describes the development of a textbook policy in the author's local district, including involvement of educators, parents, students, and other community members in the textbook review process.

Manchikes, Alice W., ed. Kentucky English Bulletin, Winter, 1974-75, entire issue. (ED 146604)

Discusses attempts to censor certain nonprint media in the schools, the conflict between intellectual freedom and community values, recent efforts by Tennessee educators and librarians to achieve a better measure of intellectual freedom, and the need for English teachers to reexamine their teaching methods and priorities in view of declining literacy among students.

Maryland Division of Library Development and Services. Guidelines for the Review and Selection of Textbooks and Instructional Materials. Baltimore: Maryland State Department of Education, 1976. (ED 126909)

Presents guidelines for policies and procedures for selecting textbooks and instructional materials.

Mour, Stanley I. "Censorship and the Schools: A Different Perspective." English Journal, February, 1977, pp. 18-20.

Suggests four steps schools can take to defuse censorship controversies.

Naylor, David T. "Censorship in our Schools: The Need for a Democratic Perspective." Social Education, February, 1978, pp. 119, 121-22.

Suggests that conflicting perceptions of the basic purpose of American education lie at the heart of the censorship battle. Naylor indicates that all citizens have the right to challenge materials, but that established procedures and standards carrying "a strong predisposition to the right of students to be free to learn and the right of teachers to be free to teach" should be paramount.

Oldham, Nield B., ed. and Alison David Oldham, ed. "Schools and Censorship: A Responsible Approach." Croft Leadership Action Folio, No. 138, 1980.

Looks at ways school districts can systematically prepare to cope with censorship attempts. Divided into two sections--establishing a sound base and responding to attacks.

Orlich, Donald C., ed. They Still Use Textbooks--Don't They? Selection and Criteria for Evaluation. Olympia, WA: School Information and Research Service, 1978. (ED 158702)

Reports a curriculum seminar at Washington State University which focused on the use of textbooks in schools and libraries. After an overview of textbook publishing, textbook selection procedures and criteria are discussed. Model evaluation tools and rationale are included for a variety of disciplines and grade levels.

Parker, Barbara. "For Political Protection, Prepare Policies." The Executive Educator, August, 1980, p. 28.

Presents information designed to assist administrators in being prepared to deal with curriculum controversies.

Parker, Barbara. "Leadership: Political Battles Offer You the Challenge of a Lifetime." The Executive Educator, August, 1980, pp. 24-28.

Gives recommendations, directed toward school district administrators, by the associate editor of The Executive Educator on handling sensitive, controversial school issues, including censorship attempts. Advice is offered by administrators who have faced sensitive issues in schools.

Parker, Barbara. "Your Schools May Be the Next Battlefield in the Crusade against 'Improper' Textbooks." The American School Board Journal, June, 1979, pp. 21-28.

Focuses on Mel and Norma Gabler, leaders in textbook purging in the United States and elsewhere. Last page provides some guidelines of what school systems should do before a censorship controversy arises.

Press, Aric, and Emily Newhall. "The Right to Ban Books." Newsweek, November 10, 1980, p. 75.

Reports several recent court cases involving the removal of books from schools.

Root, Shelton L., Jr. "The New Realism--Some Personal Reflections." Language Arts, January, 1977, pp. 19-24.

Describes language, content, and stylistic changes in literature for children and young adults during the past three decades within the contexts of societal and technological change. A children's literature professor at the University of Georgia cites evaluation criteria.

Rouse, John. "Literature as a Basic." SLATE (Support for the Learning and Teaching of English), April, 1980, entire newsletter of the National Council of Teachers of English.

Presents the viewpoint that use of literature in education is valuable for reading skills, personal growth, and social skills.

Schwartz, Sheila, "The Attack on Humanism." SLATE (Support for the Learning and Teaching of English), October, 1980, entire newsletter of the National Council of Teachers of English.

Discusses the current attack on humanism and the campaign for censorship in public schools.

Small, Robert C., Jr. "And Then There Were None--Take It Away! I Don't Like It." Language Arts, March, 1977, pp. 244-49.

Suggests that school libraries might be emptied if anyone who objected to a book could remove it from the shelves.

Trippett, Frank. "The Growing Battle of the Books." Time, January 19, 1981, pp. 85-6.

Notes the rise of censorship in the United States in the past ten years. Current books about censorship are named, and some recent court decisions and cases are cited. Author suggests that censorship is "hazardous to the open traffic in ideas" that nourish a free society and define its essence. Ultimate purpose of censorship is described as mind control.

Washburn, Judith M. "The Evaluation Process." Paper presented at the Annual Meeting of the National Council of Teachers of English, 68th, Kansas City, MO, November 23-25, 1978. (ED 169543)

Gives teachers guidelines in evaluating books about other cultures. These guidelines include looking for stereotypes in words or pictures, hidden implications about the ethnic group, or significant omissions regarding the group. In addition, the author's qualifications, the age of the book, and the literary merit should be considered.

Williams, Dianne McAfee. "Dealing with Censorship: Suggested Preventive Measures and the Sources of Help." Wisconsin Library Bulletin, March-April, 1978, pp. 85-6+.

Based on 1978 version of Suggestions for Dealing with Censorship of Media Center Materials in Schools: A Wisconsin Plan, provides information on the need for a materials selection policy, the importance of a good public information program, and the provision of instructional materials which reflect the cultural diversity and pluralistic nature of American society.

Wisconsin Division for Library Services. Censorship of IMC Materials in Wisconsin Schools; Part I. Focus on Middle/Junior High Schools. Madison: Department of Public Instruction, 1980.

Reports results of a 1980 survey of censorship attempts in Wisconsin of IMC materials at the middle/junior high school level.

Wisconsin Division for Library Services. Standards for Instructional Media Programs, 1977-82. Madison: Department of Public Instruction, 1977.

Presents state guidelines for the development of effective school instructional media (library and audiovisual) programs. Provides information on the role of the professional librarian/media specialist in the selection of materials and development of selection policies for use in the district.

Wisconsin Division for Library Services. Suggestions for Dealing with Censorship of Media Center Materials in Schools: A Wisconsin Plan. Madison: Department of Public Instruction, 1981.

Represents revision of a document originally published in 1978. Provides guidelines for the process involved in the selection of materials and lists agencies or organizations which can be helpful to schools experiencing censorship attempts.

Woodbury, Mayda. Selecting Materials for Instruction. Vol. 1, Issues and Policies; Vol. 2, Media and the Curriculum; Vol. 3, Subject Areas and Implementation. Littleton, CO: Libraries Unlimited, 1979, 1980.

Attempts to bring together all of the major issues and groups involved in instructional material selection process. Each of the three volumes can be used separately or together can be seen as a complete overview of the process. Issues and Policies addresses the establishment of a selection process. Media and the Curriculum covers the selection and acquisition of a variety of types of print and nonprint materials. Subject Areas and Implementation approaches the process from the perspective of various subject areas.

Woods, L. B. "For Sex: See Librarian: A Survey of Censorship in U. S. Libraries and other Education Institutions." Library Journal, September 1, 1978, pp. 1561-66.

Reviews a survey of censorship in United States libraries and other institutions and provides recommended sources of help to librarians.

Woodworth, Mary L. Intellectual Freedom, the Young Adult, and Schools: A Wisconsin Study. Madison, WI: Communications Programs, University of Wisconsin Extension, 1976.

Represents the results of a study of censorship in Wisconsin public high schools. Describes the situation in Wisconsin at the time of publication. Reports all data gathered and implications for Wisconsin schools. Perceptions of librarians, administrators, and teachers are included.

Woodworth, Mary L., ed. The Young Adult and Intellectual Freedom. Proceedings of an institute held June 14-18, 1976, at the University of Wisconsin. Madison WI, Library School, University of Wisconsin, 1977.

Presents 19 papers from this institute. In addition to an overview of censorship, and an evaluation of the current situation, these papers present discussions of the problem in several specific curricular areas. Also included are strategies for working out censorship problems.

This bibliography was compiled by Carolyn Folke, Librarian with the Wisconsin Dissemination Project, in consultation with Dianne McAfee Williams, Director of the Bureau of Instructional Media Programs, and Ginny Moore Kruse, Director of the Cooperative Children's Book Center, and with assistance from Marjorie Westergard, Librarian, Department of Public Instruction.